






Eat Smart Be Smart

The Grain Train

-  **Grade Level:** Kindergarten **Lesson Time:** 30 Minutes
-  **Integrated Core Subjects:** Language Arts, Health Enhancement
-  **Montana Content Standard:** Reading Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
-  **Montana Content Standard:** Health Enhancement Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.
-  **Objectives:**
 1. List the steps to make bread.
 2. Identify foods in the Grain group of the *MyPyramid for Kids*.

Lesson/Activity

1. Read aloud The Little Red Hen and ask students the following questions:
 - A. Who did all the work? (the hen)
 - B. What sort of activities were the other animals doing while hen worked? (standing around, watching the hen, playing cards, sitting on the bench)
 - C. What food did hen make? (bread)
 - D. Where did the bread come from? (the wheat that she planted, the flour)
 - E. Do you think that it was okay for the hen to tell the other animals that they could not eat her bread?
2. The children's answers may vary; discuss what is fair, that everyone needs to help if they want to benefit, and when it is okay to share or not to share.
3. Explain that bread and other foods such as pancakes, waffles, rolls, cereal, noodles, etc. are made from flour. Brainstorm with the children and develop a list of foods made with flour. Most of our flour comes from wheat. Bread made from "whole wheat flour" is recommended and usually is tan to brown in color. These types of foods are in the Grain group. The Grain group gives us energy for growing, playing and learning. It is a good source of vitamins, minerals and a substance called fiber that keeps us healthy. Foods from the Grain group should be eaten every day.
4. Ask the children if they know how we get bread on our table.

Materials Needed

- Book: The Little Red Hen, by Paul Galdone.
- A copy of *The Grain Train* handout.





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5. Using *The Grain Train* handout, review the steps to make bread. Write the steps on the board and have the children sound out and write down the words. Enlarge the pictures to use as visuals and discuss the process of growing wheat on a farm, harvesting, taking it to the grain elevator, and then to the mill to be ground into flour. Flour is used to make the bread and it then goes to the grocery store so we can buy it and eat it.
6. Have the students write or draw the steps to make bread, in the correct order, in their health journals. Have the students share with their table mates the steps to make bread. Each step could be made into a small card to have the children use in sequencing the steps in the correct order.
7. Ask the children if they have ever made bread, or other food items that contain flour, and have them name the item or name a grain they will eat in their next meal. Remind the students they should have six servings of grains a day as was discussed in the previous lesson. Ask the students to give you one reason they want to eat grains each day.

Outcome Goals

-  Students will be able to sequence the steps of how bread is made.
-  Students will be able to identify a food in the Grain group in their next meal.

Extending the Lesson

-  Have students explore different types of breads from other cultures by reading the book Bread Bread Bread by Ann Morris.
-  Bring in different types of grains and have the children identify them. If a wheat grinder is available, grind wheat into flour.
-  Include different grains as vocabulary words.
-  Write the different grain names and ask students if they have eaten them before and how they typically eat them.



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